of our employment, of those truths which the great pioneers, Froebel and the rest, have won for us by no less than prophetic insight. But, alas and alas, for the cravings of lazy human nature—we may not have an educational pope; we must think out for ourselves, as well as work out, those things that belong to the perfect bringing-up of our children.

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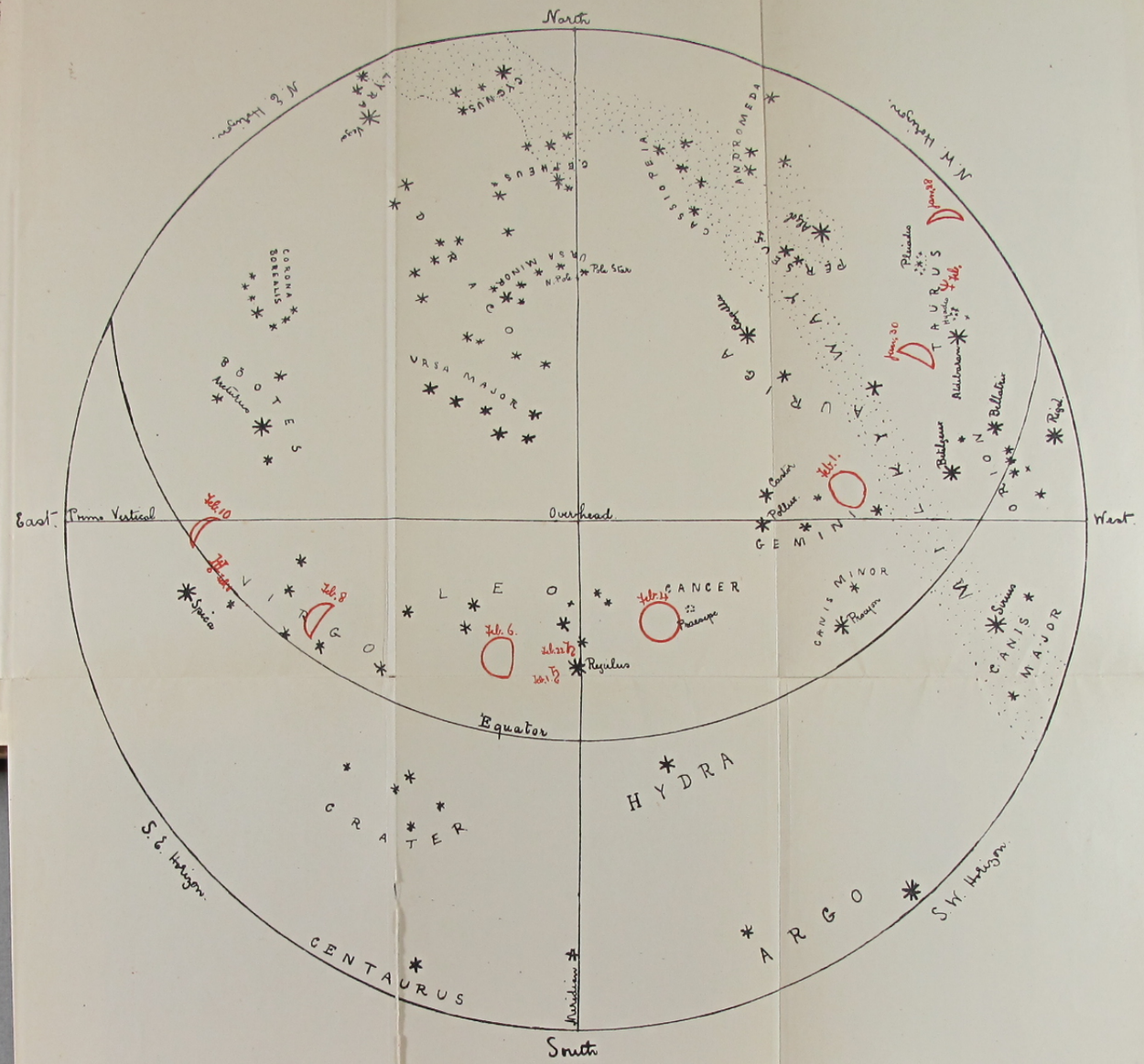
All our great educational reformers have been men. The reforms of women have taken the direction rather of practical application than of original thought. This is worth thinking of in connection with the theory that the home-training of the children is the mother's concern. Happily, it does not fall to each of us to conceive, *for the first time*, the principles which underlie our work. But when we take the conceptions of other minds into ours so that we are able to work them out—to handle them as the skilled artisan handles his tools, to *produce* by their means—why then we do originate. Such exercise of original thought on the subject of the bringing up of their children falls to both father and mother. "O that all children were born orphans!" cries an irate schoolmaster. They are not so born, and neither are they born fatherless; and, that the male should be ever on the wing homewards with a worm in his bill is not, however praiseworthy, the sole duty that attaches to human paternity. This is not a protest against the practice of fathers. The annals of fatherhood would, no doubt, furnish as fine reading as those of motherhood. But it is a protest against the notion that early education is the concern of the mother alone.

THE EDITOR.



The Constellations and so-called Fixed Stars are named in black ink; the former in capital letters, the latter in small ones when they are of the first magnitude.

The Moon and Planets are marked in red ink.

The Moon is represented by its phases; the Planets by their symbols, thus Neptune ♆, Uranus ♅, and Saturn ♄